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本书完全按照 2003 年最新大纲编写

考研英语 20天冲刺

张 磊 范小玲 编

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前言

随着“考研热”的进一步升温，研究生英语已成为了广大考生“鲤鱼必跳的龙门”。为了帮助考生在较短的时间内掌握必要而实用的英语语言知识和应试技能，我们总结了多年来考研辅导的教学经验，归纳了广大考生共有的考试和复习中存在的重点和难点，并利用国内外最新的资料，完全根据 2003 年最新研究生入学英语考试大纲精心编著了这本《考研英语 20 天快训》。

本书最大的特点是针对性强，讲练结合。按照 2003 年研究生英语入学考试大纲的要求，本书将精讲、多练、模拟和提高融为一体。作者张磊老师，就教于我国大学中独具特色的中国青年政治学院，是大学里教学与科研的骨干教师。他一直战斗在大学英语教学的第一线，具有丰富的教学经验，非常了解中国学生学习英语时易犯的通病并知道如何去纠正的方法。此外，张磊老师还多次参加国家英语考试的组织、阅卷和命题工作，有丰富的英语教学理论知识。体现在本书的特点上有：第一，内容最全最新。本书不但包括了必考的完形、阅读、写作和英译汉，还包括了明年新增的听力训练，并在书后附有今年（2002 年）刚考过的英语试卷及答案。第二，实用性。本书汇集了编者多年来考研辅导的经验，广大考生具有共性的难点分析和测试学推导出的实用技巧，是广大教师和考生不可多得的教材兼参考书。第三，详尽多样。本书中所有的答案都有详解，每个训练都有提示，每个技能都有几种不同的练习。

我们相信通过使用本书，广大考生，一定能在较短的时间内进一步巩固语言知识，很快养成事半功倍的学习方法，轻松地掌握应试技能，从而在考试中取得满意的成绩。

本书的第一天至第十六天，以及第二十天均由张磊老师编写，第十七天至第十九天由范小玲老师编写。由于编者水平有限，难免有不当和错漏之处，敬请批评指正。

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第1天

考研大纲的要求及摸底试题

全国硕士研究生入学考试是专为高等学校和科研机构招收硕士研究生而设置。其中，英语实行全国统一考试，其名称叫 National Entrance Test of English For MA/MS Candidates (NETEM)。它的评价标准是大学非英语专业优秀本科毕业生能达到的及格或及格以上水平，考生应能掌握 5,300 左右的词汇及相关词组，也就是大家所熟悉的大学英语六级 80 分左右的水平。

考研英语 (NETEM) 考试形式为笔试，时间为 3 个小时，满分为 100 分，考试内容有听力，英语知识运用 (完形)，阅读 (包括英译汉) 和写作四大部分。考试的结构及要求如下表所示。

全国硕士研究生入学考试英语试卷结构表

部分	节	为考生提供的信息	指导语语言	测试要点	题型	题目数量	计分	答题卡种类
I 听力 (20 分)	A	1 段独白或对话 (180 ~220 词)(放两遍录音)	英语	特定或具体信息	填充表格	5	5	答题卡 1 (人工阅卷、机器阅卷)
	B	1 段独白或对话 (280~ 320 词) (放两遍录音)	英语	具体或总体信息	补全句子或简答题	5	5	
	C	3 段材料 (独白或对话) (每段 200~300 词) (放一遍录音)	英语	获取特定信息，理解主旨要义，推测、判断说话者意图、观点或态度等	多项选择题 (四选一)	10	10	
II 英语知识运用 (10 分)		1 篇文章(240~280 词)	英语	词汇、语法和结构	完形填空 多项选择题 (四选一)	20	10	
III 阅读理解 (50 分)	A	4 篇文章 (共约 1600 词)	英语	理解具体信息，掌握文章大意，猜测生词词义并进行推断等	多项选择题 (四选一)	20	40	

	B	1 篇文章(约 400 词)5 处划线部分(约 150 词)	英语	理解的准确性	英译汉	5	10	答题卡 2 (人工阅卷、机器登分)
IV 写作 (20 分)		主题句、写作提纲、规定情景、图、表等	英语	书面表达	短文写作 (约 200 词)	1	20	
总计						65+1	100	

考研成功与否取决于多种因素，包括考试的总成绩，专业的选择，报考同一专业的人数等等。但总体来讲，英语考试的成绩达到及格是一个必要条件，也是最低要求。要想达到这一目标，考生必须在考试的四个部分（五大项）中得到以下最低分。

试卷部分	题 型	该项满分	最低得分
I	听 力	20	10
II	完 形	10	6
III	阅 读	40	26
	英译汉	10	6
IV	写 作	20	12
总 计	4	100	60

要想在考试中获得成功，考生首先应对自己的现实的水平有一个清醒的认识。因此，我们在第一天给广大考生准备了一套摸底题，目的是让大家先对自己的实力有一个真实的了解，然后再通过针对性的训练，巩固自己的强项，提高自己的弱项，经过努力，就一定能够取得好成绩。注意：考试时间是 3 小时，建议第二天再对答案)。

Model Test For NETEM

Section I Listening Comprehension

Directions:

This section is to test your ability to understand spoken English. You will hear a section of recorded materials and you must answer the questions that accompany them. There are three parts in this section, Part A, Part B, and Part C.

Remember, while you are doing the test, you should first put down your answers in your test booklet. At the end of the listening comprehension section, you will have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1. (20 points)

If you have any questions, you may raise your hand NOW as you will not be allowed to speak once the test has started. Now look at part A in your test booklet.

★ Part A

Directions:

You will hear a monologue talking about American baseball's past and present in this part. Listen to it and fill out the table with the information you have heard for question 1~5. Some of the information has been given to you in the table. **Write only one word** in each numbered box. You will hear the recording **twice**. You now have 25 seconds to read the table below. (5 points)

Baseball players used to be regarded as roles ____.

	1
--	---

They played the game because they love it, not for ____.

	2
--	---

Today, some players charge 20\$ for an ____.

	3
--	---

No longer is baseball the great national ____.

	4
--	---

If players today stop worrying about who is making most money.

The public would start ____ the game again.

	5
--	---

★ Part B

Directions:

You will hear an interview on people's attitude toward different professions in this part. For question 6~10, complete the sentences or answer the questions while you listen. **Use not more than 3 words** for each answer. You will hear the question **twice**. You now have 25 seconds to read the sentences and questions below. (5 points)

Most jobs seem to be attached to an image or ____.

	6
--	---

Young people often chose their jobs under the influence of ____.

	7
--	---

How did they investigate children's attitude
To different professions?

	8
--	---

What are the 3 kinds of engineers they mentioned?

	9
--	---

What were children asked to say about each statement?

	10
--	----

★ Part C

Directions:

You will hear three pieces of recorded material. Before listening to each one, you will have time to read the questions related to it. While listening, answer each question by choosing A, B, C or D. After listening, you will have time to check your answers. You will hear each piece **once only**. (10 points)

Questions 11~13 are based on the following talk on the Open University. You now have 15 seconds to read questions 11~13.

11. What is the Open University?
- [A] It is a university for people in prison.
 - [B] It is a university for students from middle-class families.
 - [C] It is a distance educational system.
 - [D] It is a university for free education.
12. How many students graduated from the Open University in Britain every year?
- [A] About 40,000.
 - [B] About 6,000.
 - [C] About 60,000.
 - [D] About 25,000.
13. What is not included in the teaching activities of the Open University?
- [A] Special TV and radio programs.
 - [B] Correction of the student's written work.
 - [C] Lectures and talks.
 - [D] Group discussions class.

Questions 14~16 are based on the following talk on how to prevent near-sightedness. You will have 15 seconds to read questions 14~16.

14. What was the profession of Mr. Bates?
- [A] He was a doctor.
 - [B] He was a writer.
 - [C] He was an actor.
 - [D] He was a teacher.
15. According to Mr. Bates, what should people do to protect their eyesight?
- [A] Press certain points around the eyes with the fingers.
 - [B] Look at distant objects by moving the eyes from side to side.
 - [C] Do outdoor exercises daily.
 - [D] Stare at a calendar on the classroom wall.
16. According to the speaker, what should the teachers and parents encourage their pupils to do?
- [A] To read the book by the famous British writer.
 - [B] To cover their eyes during a period of intensive reading.
 - [C] To visit doctors of traditional Chinese medicine.
 - [D] To relax their eyes frequently while reading.

Questions 17~20 are based on the following talk about paper. You will have now 20 seconds to read questions 17~20.

17. Which of the following is not mentioned about the invention of paper?
- [A] More jobs could be provided than before.
 - [B] More people could be educated than before.

- [C] More books could be printed and distributed.
 [D] More ways could be used to exchange knowledge.
18. When did the Egyptians begin to use paper widely?
 [A] Around 1400 [B] Around 400
 [C] Around 1900 [D] Around 900
19. Which of the following countries uses more paper for each person a year?
 [A] China [B] Sweden [C] Egypt [D] Japan
20. What is the main idea of this short talk?
 [A] More and more paper is being consumed nowadays.
 [B] Paper enables people to receive education more easily.
 [C] The invention of paper is of great significance to man.
 [D] Paper contributes a lot to the keeping of historical records.

Section II Use of English

Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on ANSWER SHEET 1. (10 points)

Large companies need a way to reach the savings of the public 21. The same problem, 22 a small scale, faces practically every company trying to develop new products and create new jobs. There can be little 23 of raising the sums needed from friends and people we know. And 24 banks may agree to provide short-term finance, they are generally unwilling to provide money on a 25 basis for long-term projects. So companies 26 the public, inviting people to lend them money, 27 take a share in future profits. This they do by 28 stocks and shares of their business in a stock exchange. By doing so they can 29 use the savings of individuals and institutions, both at home and overseas, when the inventor needs his money back, he does not have to go to the company with whom he 30 placed it. 31, he sells his shares through a stockbroker to some other person who is seeking to 32 his money. Many of the services needed 33 by industry and by each of us are provided by the government or by local authorities. Without hospitals, roads, electricity, telephones, railways, etc, this country could not 34. All these require continuous spending on new equipment and new development if they are to serve us properly, requiring more money than 35 through taxes alone. The government, local authorities, and nationalized industries 36 frequently need to borrow money to finance major capital spending, and they, too, come to a stock exchange.

There is 37 a man or woman in this country 38 job standard of living does not depend on the ability of his or her employers to raise money to finance new development. In one way or 39 this new money must come from the investment funds of the country. Stock exchanges exist to provide a 40 through which these funds can reach those who need financing.

- | | | | |
|---------------------|--------------------|------------------|----------------|
| 21. [A] at large | [B] at length | [C] detail | [D] at last |
| 22. [A] in | [B] on | [C] for | [D] with |
| 23. [A] expectation | [B] perspective | [C] prospect | [D] prosperity |
| 24. [A] if | [B] even if | [C] when | [D] while |
| 25. [A] potential | [B] perpetual | [C] patent | [D] permanent |
| 26. [A] turn to | [B] turn up | [C] turn out | [D] turn down |
| 27. [A] and | [B] or | [C] also | [D] and then |
| 28. [A] publishing | [B] granting | [C] issuing | [D] delivering |
| 29. [A] put off | [B] put into | [C] put away | [D] put aside |
| 30. [A] originally | [B] primitively | [C] formally | [D] formerly |
| 31. [A] Indeed | [B] Instead | [C] Nevertheless | [D] Yet |
| 32. [A] finance | [B] offer | [C] invest | [D] mortgage |
| 33. [A] both | [B] each | [C] all | [D] either |
| 34. [A] operated | [B] manipulate | [C] handle | [D] function |
| 35. [A] raised | [B] raising | [C] be raised | [D] is raised |
| 36. [A] thus | [B] nevertheless | [C] therefore | [D] hence |
| 37. [A] hardly | [B] quite | [C] almost | [D] nearly |
| 38. [A] who's | [B] whose | [C] which | [D] that |
| 39. [A] or other | [B] and some other | [C] or another | [D] or others |
| 40. [A] access | [B] passage | [C] way | [D] channel |

Section III Reading Comprehension

★ Part A

Directions:

Read the following four texts. Answer the questions below each by choosing A, B, C or D. Mark your answer on ANSWER SHEET 1. (40 points)

Text 1

A hundred years ago, it was assumed and scientifically “proved” by economists that the laws of society made it necessary to have a vast army of poor and jobless people in order to keep the economy going. Today anybody would dare to voice this principle. It is generally accepted that nobody should be excluded from the wealth of the nation, either by the laws of nature or by those of society. The opinions, which were current a hundred years ago, that the poor owed their conditions to their ignorance, lack of responsibility, are outdated. In all western industrialized countries, a system of insurance has been introduced which guarantees everyone a minimum of subsistence in case of unemployment, sickness and old age. I would go one step further and argue that, even if these conditions are not present, everyone has the right to receive the means to subsist, in other words, he can claim this subsistence minimum without having to have any “reason”. I would suggest, however, that it should be limited to a definite period of time, let's say two years, so

as to avoid the encouraging of an abnormal attitude, which refuses any kind of social obligation.

This may sound like a fantastic proposal, but so , I think, our insurance system would have sounded to people a hundred years ago. The main objection to such a scheme would be that if each person were entitled to receive minimum support, people would not work. This assumption rests on the fallacy of the inherent laziness in human nature, actually, aside from abnormally lazy people, there would be very few who would not want to earn more than minimum, and who would prefer to do nothing rather than work.

However, the suspicions against a system of guaranteed subsistence minimum are not groundless from the standpoint of those who want to use ownership of capital for the purpose of forcing others to accept the work conditions they offer. If nobody were forced to accept work in order not to starve, work would have to be sufficiently interesting and attractive to induce one to accept it. Freedom of contract is possible only if both parties are free to accept and reject it; in the present capitalist system this is not the case.

But such a system would not only be the beginning of real freedom of contract between employers and employees, its principal advantage would be the improvement of freedom in interpersonal relationships in every sphere of daily life.

41. Which of the following does NOT seem to be true of people's opinions a hundred years ago?

- [A] It was necessary to have a lot of poor and jobless people.
- [B] Some people should be excluded from the wealth of the nation.
- [C] The poor should attribute their conditions to their own fault.
- [D] Minimum subsistence should be granted to the poor.

42. The subsistence minimum should be limited to a period because _____

- [A] people may adopt a negative attitude toward social obligation.
- [B] the government cannot afford too much subsistence.
- [C] the country must be industrialized as quickly as possible.
- [D] not all the poor have any reason to claim this subsistence.

43. The opponents of a system of guaranteed subsistence minimum _____

- [A] definitely believe in the inherent laziness in human nature.
- [B] may want to force others to accept unfavorable work with the capital.
- [C] are mainly government officials who are old-fashioned.
- [D] think it necessary to develop the economy by pushing people.

44. The main advantage of a system of guaranteed subsistence is _____

- [A] free contract.
- [B] more stable society.
- [C] more freedom in interpersonal relationships.
- [D] less burden on the government.

45. Which of the following can be the best title of the text?

- [A] On a System of Guaranteed Subsistence Minimum.
- [B] On Government Support.

[C] Improving the People's Conditions.

[D] Inherent Laziness in Human Nature.

Text 2

To say that the child learns by imitation and that the way to teach is to set a good example oversimplifies. No child imitates every action he sees. Sometimes, the example the parent wants him to follow is ignored while he takes over contrary patterns from some other example. Therefore, we must turn to a more subtle theory than "Monkey see, monkey do."

Look at it from the child's point of view. Here he is in a new situation, lacking a ready response. He is seeking a response, which will gain certain ends. If he lacks a ready response for the situation, and cannot reason out what to do, he observes a model who can show what to do.

There is a second element at work in this situation. The child may be to attain his immediate goal only to find that his method brings criticism from people who observe him. When shouting across the house achieves his immediate end of delivering a message, he is told emphatically that such a racket is unpleasant, that he should walk into the next room and say his say quietly. Thus, the desire to solve any objective situation is overlaid with the desire to solve it properly. One of the early things the child learns is that he gets more affection and approval when his parents like his response. Then other adults reward some actions and criticize others. If one is to maintain the support of others and his own self-respect, he must adopt responses his social group approves.

In finding trial responses, the learner does not choose models at random. He imitates the person who seems a good person to be like, rather than a person whose social status he wishes to avoid. If the pupil wants to be a good violinist, he will observe and try to copy the techniques of capable player; while some person may most influence his approach to books.

Admiration of one quality often leads us to admire a person as a whole, and he becomes an identifying figure. We use some people as model over a wide range of situations, imitating much that they do. We learn that they are dependable and rewarding models because imitating them leads to success.

46. The statement that children learn by imitation is incomplete because_____

[A] they only imitate authorities and experts.

[B] they are not willing to copy their parents.

[C] the process of identification has been ignored.

[D] the nature of their imitation as a form of behavior has been neglected.

47. For a child the first element in his learning by imitations is_____

[A] the need to find an authority.

[B] the need to find a way to achieve the desired result.

[C] the need for more affection from his parents.

[D] the desire to meet the standard of his social group.

48. Apart from achieving his desired results a child should also learn to_____

[A] behave properly.

- [B] show his affection for his parents.
- [C] attain his goal as soon as possible.
- [D] talk quietly.

49. Children tend to imitate their models, _____

- [A] who do not criticize them.
- [B] who bring them unexpected rewards.
- [C] whom they want to be like.
- [D] whose social status is high.

50. “an identifying figure” (Line 2, Para. 5) refers to a person

- [A] who serves as a model for others.
- [B] who is always successful.
- [C] who can be depended upon.
- [D] who has been rewarded for his success.

Text 3

During the 1980s, children slipped into poverty faster than any other age group and Hispanic-American children slipped the fastest. More than one out of three Hispanic-American children are poor. The specific country of origin is significant; the child poverty rate is 48 percent for Puerto Ricans, 37 percent for Mexicans, 26 percent for central and south Americans, and 24 percent for Cubans, although the poverty rate grew fastest among Hispanic-American children, the proportion of African-American children who are poor, 43 percent, is still higher. At 14 percent, the poverty rate among white children is the lowest.

Why is child poverty growing fastest among Hispanic Americans? Several factors have been identified; among them low education and low-paying jobs among parents, and increase in divorce, an increase in households headed by females, discrimination, a greater likelihood that the head of the family is under thirty and a higher than average number of children in each household.

According to sociologist and United States Senate Daniel Moynihan, the overall increase in child poverty is due to a general breakdown in the American family, specifically a continuing increase in the rate of births outside marriage, which parallels the rate of child poverty. The overall rate of out-of-wedlock births, 26 percent, breaks down into 18 percent for whites and 64 percent for nonwhites. In 1960 only 5 percent of all children were born to unmarried mothers.

Regardless of causes -and there are many—the statement that children live in poverty can be as cold and meaningless as saying that their shoes are brown. Easy to overlook is the significance of this poverty. Poor children are more likely to die in infancy, to get malnourished, to develop more slowly, and to have more health problems. They are more likely to drop out of school, to become involved in criminal activities, and to have children while still in their teens—thus perpetuating the cycle of poverty.

Many social analysts—liberals and conservatives alike-- are alarmed at the increase in child poverty in this country, believing that at the current overall rate child poverty represents a new social condition. They emphasize that it is time to stop blaming the victim, identify instead the

structural factors that underling child poverty, and relieve the problem by taking immediate steps to establish national programs of child nutrition and health care. Solutions, however, require fundamental changes: (1) removing obstacles to employment; (2) improving education; and (3) strengthening the family.

51. Which of the following groups of children accounts for the largest proportion of poor children?
- [A] Hispanic-American children.
 - [B] African-American children.
 - [C] White-American children.
 - [D] Children of Asian-American children.
52. Which of the following is not a factor leading to increased child poverty?
- [A] The number of children in each family.
 - [B] The increased rate of births outside marriage.
 - [C] The increased divorce rate.
 - [D] The females' increased power over household affairs.
53. In the third paragraph, "out-of-wedlock births" refer to_____
- [A] children born to unmarried mothers.
 - [B] births that are not expected by the parents.
 - [C] births that lead to the breakdown of the family.
 - [D] children born in a hospital rather than at home.
54. By saying that "the statement that children live in poverty can be as cold and meaningless as saying that their shoes are brown" (para. 4), the author really means that_____
- [A] sociologists should care more about what shoes poor children wear.
 - [B] people should fully realize the consequences of child poverty.
 - [C] children's wearing brown shoes is not a sure sign of poverty.
 - [D] those who admit more and more children live in poverty ignore its causes.
55. It is implied in the last paragraph that_____
- [A] child poverty is a social rather than individual issue to be tackled.
 - [B] most social analysts are not aware of the increase in child poverty.
 - [C] child poverty is an issue about which we can do almost nothing.
 - [D] removing obstacles to employment is the most effective way of fighting child poverty.

Text 4

Revenge is one of those things that everyone enjoys. People don't like to talk about it, though. Just the same, there is nothing more satisfying or more rewarding than revenge. The purpose is not to harm your victims but to let them know that you are upset about something that they are doing to you. Careful plotting can provide you with relief from bothersome coworkers, gossiping friends, or nagging family members.

Coworkers who make comments about the fact that you are always fifteen minutes late for work can be taken care of very simply. All you have to do is get up extra early one day. Before the

sun comes up, drive to each coworker's house. Reach under the hood of your coworker's car and disconnect the center wire that leads to the distributor cap, the car will be unharmed, but it will not start and your friends at work will all be late for work on the same day. If you're lucky, your boss might notice that you are the only one there and will give you a raise.

Gossiping friends at school are also perfect targets for a simple act of revenge. A way to trap either male or female friends is to leave phony messages on their lockers. If the friend that you want to get is male, leave a message that a certain girl would like him to stop by her house later that day. With any luck, her boyfriend will be there. The girl won't know what's going on, and the victim will be so embarrassed that he probably won't leave his home for a month.

When Mom and Dad and your sisters and brothers really begin to annoy you, harmless revenge may be just the way to make them quiet down for a while. The dinner table is a likely place. Just before the meal begins, throw a handful of raisins into the food. Wait about five minutes and, after everyone has begun to eat, cover your mouth with your hand and begin to make odd noises. When they ask you what the matter is, point to a raisin and yell, "bugs!" they'll dump their food in the disposal, jump into the car, and head for McDonald's. That night, you'll have your first quiet, peaceful meal in a long time.

A well-planned revenge does not have to hurt anyone. The object is simply to let other people know that they are beginning to bother you.

56. According to the passage, a harmless revenge is_____
- [A] to amuse the victim.
 - [B] to react to those who bother you.
 - [C] to prevent one from disturbing others.
 - [D] to hurt nobody emotionally.
57. As a harmless revenge, you might come first and get a raise by_____
- [A] making your colleagues come late.
 - [B] getting up earlier than your colleagues.
 - [C] destroying your colleagues' cars.
 - [D] pleasing your boss.
58. Which of the following statements is TRUE according to the second example?
- [A] The girl received a phony message.
 - [B] The victim was invited by the girl.
 - [C] The girl managed to revenge the victim harmlessly.
 - [D] The girl wasn't expecting the victim.
59. The family members dumped their food in the disposal because_____
- [A] they thought their food had been spoiled.
 - [B] they wanted to eat out.
 - [C] they wanted to have a peaceful meal.
 - [D] they didn't like the food with raisins.
60. The main topic of the passage is how to_____

- [A] avoid nagging family members.
- [B] silence gossiping friends.
- [C] make a harmless revenge.
- [D] deal with bothersome coworkers.

★ Part B

Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written clearly on ANSWER SHEET 2. (10 points)

61. It should be said, however, that this process of internationalization of science has been going on already for a long time in a hidden form, and what we realized today is simply the necessity of a better and more systematic institutionalization of an old process.

62. I believe that the rising complexity of scientific research is now imperatively demanding new steps, which can ensure that international involvement moves to more organized and better-planned structure.

63. Only in this way could one make sure that all the free energy potentially present in the form of human resources is channeled effectively within a wider cooperative organization amongst friendly nation.

64. This extended cooperation must be intended not to limit but to enhance mobility of ideas and freedom of the scientists within the system. One has to encourage science, not to try to harness it with bureaucracy.

65. It is primary responsibility of society to put the scientific community in the most effective conditions to produce new knowledge, which is absolutely essential to the progress of the western world in particular and mankind in general. And today this relies inevitably on increasingly organized international scientific cooperation.

Long-lasting ties have been established for a long time between the old and the new continents. Recently, a new element has started to play an increasing role. Modern Japan and other Oriental countries are emerging with the irresistible urge for better standards of living and a novel, powerful role in the world's economy.

To our view, the future belongs to those who will know how to perceive the mysterious borderline, which separates the ugly from the beautiful. This philosophy had dominated most of the great civilizations of the past and fundamentally our own western way of looking at the world.

Section IV Writing

Directions:

Study the following figure carefully and write an essay on "Sharp Increase In World Population". You should write about 200 words neatly on ANSWER SHEET 2. (20 points)